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ABSTRACT

This curriculum model serves as a process for interrelating elements, factors, and participants, and directing them toward the goals of the School of Education and the Wisconsin Administrative Code. It implies a specified and measurable outcome, in which evidence about effectiveness is continuously available, making the model adaptive or corrective in light of that evidence. Students moving through the program are made aware of the process by continually being subjected to it in their own learning, and are required to reflect the process in their preliminary teaching. The user is required to (1) know what it is that he/she wants to accomplish, (2) order events so that he/she has a probability of accomplishing it, (3) assess whether these events do accomplish the intended goals, and (4) modify them until they do. Preparation in human relations, including intergroup relations, is required of all candidates for initial certification in education in Wisconsin. (Author/JEG)

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TECHNICAL REPORT 4

July 1977

A COMPETENCY BASED HUMAN RELATIONS PROGRAM CURRICULUM MODEL

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IR006604

TECHNICAL REPORT 4:

A Competency Based Human Relations Program Curriculum Model

by

John McBrayer

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A Competency Based Human Relations Program Curriculum Model
(Rough Draft)

developed by

Dr. John McBrayer

Statement of Need

In 1972, the Wisconsin Administrative Code was amended to include a requirement that preparation in human relations, including intergroup relations, be included in all programs leading to initial certification in education. Much of the rationale for this far reaching requirement in human relations stemmed from the well-documented evidence that young people from both majority and minority groups need help in dealing with many basic areas of personal and societal conflict. Correspondingly, if young people are to be helped to develop a healthier level of mutual understanding and respect for all groups, a dramatic change in the preparation of teachers was deemed necessary. (see Human Relations Preparation In Teacher Education: The Wisconsin Experience an unpublished paper for the AACTE by J. W. Johnson).

At the University of Wisconsin-La Crosse, School of Education, efforts to meet the Wisconsin Administrative Code began to be implemented in 1973. In September of 1973, a course entitled, Human Relations in the Educational Community was offered. Volunteer faculty members taught the courses on a pass/fail basis and considerable effort was put into developing an effective course for human relations over a four year period. In addition, School of Education staff members have been in-serviced in techniques for human relations training.

But still, many faculty members have been frustrated by attempting to meet the code requirement through a single course. The need to provide additional experiences was apparent. In 1976, additional courses were required from the campus Institute of Minority Studies and/or from the social sciences. At least eight courses have been identified to help prepare teachers according to D.P.I. requirements (see A Thumbnail Sketch on the Present Status (March 1977) of the College of Education's Program to Meet Administrative Code 3.03 - Human Relations - Required For The Pre-service Education of Teachers an unpublished paper prepared by B. E. Altman for presentation to the UW-La Crosse and Viterbo College Human Relations Advisory Board).

In 1977, the Human Relations Advisory Board in its discussions, questioned the course approach currently being used in an unsystematic fashion and hinted at the need of the School of Education to develop a more definitive Human Relations program or system for preparing teachers in Human Relations. In June of 1977, an administrative assistant was hired by the School of Education. The main function of the administrative assistant was to work to improve the human relations preparation component of the School of Education. The administrative assistant contacted the Resource Center for Competency Based Education (WCWC), for help in developing a more systematic approach to providing human relations teacher preparation.

Assumptions

A. It is essential that teachers have an opportunity to develop attitudes, skills, and techniques which will enable them to become practitioners of positive human relations themselves and which will also enable them to take major responsibility for the creation of humane classroom and school environments which can serve as laboratories for the development of satisfying interpersonal and intergroup relationships among young people.

B. It is important that the teacher candidate's program include experiences in structuring learning experiences for their prospective pupils which will help them to communicate feelings and ideas openly and to understand the impact which their behavior may have on others.

C. Teacher candidates need to acquire knowledge of the history of diverse cultural groups, their aspirations and struggles, their values, life styles, and contributions, conveying at the same time an understanding of the uniqueness of individuals within groups as well as the universal commonalities among individuals whatever their racial or cultural background, in order that they can function (teach) proficiently in our culturally pluralistic society.

D. Teacher candidate's need to be provided with opportunities for developing an understanding of the debilitating forces of racism, sexism, classism, prejudice, and discrimination in order that as teachers, they can create a classroom and school environment that recognizes the psychological and social damage to both majority and minority people caused by these forces.

E. Properly trained, teachers can combat the erosion of minority student's feelings of self worth. The way teachers treat students help to determine how students measure their own self perception. From interaction with teachers, young students learn whether they are worthwhile or worthless.

F. Educators need skill in providing learning experiences to students from diverse cultural groups, and skill in providing learning experiences that accurately reflect the cultural diversity in our society and skills which communicate acceptance and appreciation of cultural diversity. Thus, it is important that teacher candidates have a series of carefully developed experiences in working with children and adults who are members of a cultural, racial, or economic group different from their own.

G. It is crucial in human relations preparation, for teacher candidates themselves to have an opportunity to become aware of and neutralize the negative attitudes, stereotypes, myths, misconceptions, and concomitant behaviors which they may exhibit toward members of various ethnic minority, cultural and economic groups.

H. Teacher candidates should be trained to become more sensitive to the blatant way in which instructional materials generally are disportionately concerned about the middle class white dominant cultural group and have given inadequate coverage to the experiences of low-income youngsters, of both minority and majority

groups, females of both groups, and ethnic minorities. Teacher candidates need to be provided with accurate information and studies pertaining to each target group.

I. Human Relations preparation are multidimensional terms which should be broadly defined and interpreted to include:

1. Training and development of the individual in personal and interpersonal relationships (including should concepts as self-awareness, and acceptance, group responding, values clarification, understanding human needs and motivation, Transactional Analysis, communication skills, semantic clarity, group dynamics, group processes, etc.)

2. Training in intergroup relations (i.e., the nature of minority relations in the U.S. in terms of their values, life styles, and contributions, in terms of the impact of forces of racism, prejudice, and discrimination in American life, in terms of the following terms: conflict, social order or economic class, segregation, stratification assimilation, and in terms of acceptance, aggression, avoidance and social change patterns in efforts for transition).

3. Training in ways of using the knowledge, understanding or attitudes, skills, and techniques gained in: 1) and, 2) above to create teaching-learning situations in classrooms and schools that foster an understanding of: 1) and, 2) above in pupils (including group dynamics, group processes, leadership training, multicultural education, community involvement, field-based experiences, field-based teaching methods, student teaching, etc.

J. As human relations improve, the efficiency of intellectual activities improves as manifested in:

a) More availability and use of personal resources for learning effort.

b) More freedom to use the resources of others.

c) More individualization of learning patterns.

d) More motivation to learn.

e) More trust of student initiative by teacher, parents, and others.

K. Major supports for pupil learning come from the norms of peer group in which one has status and acceptance and positive identification with respected adults who are available as resources and guides for learning activities.

L. With the rate of expansion and change of knowledge, the challenging priority is to help young learners acquire the skills of learning, a sense of self-potency to initiate problem-solving efforts, the interpersonal skills to collaborate in giving and receiving help in learning, and the ability to evaluate their efforts objectively in relation to articulated goals.

M. Academic learning and human relations learning are interdependent processes and that achieving the ability to diagnose interpersonal process in the work situation is an important aspect of achieving optimal learning conditions.

N. Many organizations and groups in the community, in addition to the school, have educational objectives and programs, and that collaboration with these other educational and socialization influences is crucial if the pupil's total learning potential and opportunities are to be mobilized.

O. The complex nature of a human relations curriculum necessitates a system of interacting elements directed toward goals rather than an erratic linear or single principle (or single course) approach, examples of which have been inadequate in the past.

Goals

The Human Relations curriculum seeks to provide the following preparation and experiences:

1. Development of attitudes, skills, and techniques so that knowledge of human relations, including intergroup relations, can be translated into learning experiences for students.

2. A study of the values, life styles, and contributions of racial, cultural, and economic groups in American society.

3. An analysis of the forces of racism, prejudice, and discrimination in American life and the impact of these forces on the experience of the majority and minority groups.

4. Structured experiences in which teacher candidates have the opportunities to examine their own attitudes and feelings about issues of racism, prejudice, and discrimination.

5. Direct involvement with members of racial, cultural, and economic groups and/or with organizations working to improve human relations, including intergroup relations.

6. Experiences in evaluating the ways in which racism, prejudice, and discrimination can be reflected in instructional materials.

Overview

Introduction

The aim of human relations preparation is to prepare teachers who can effectively relate to and interact with students from diverse cultural and economic backgrounds to facilitate appropriate learning in the classroom. The aim of the Human Relations Program Curriculum Model is the development of an instructional system that generates evidence that teachers have accomplished the above goal.

The Human Relations Curriculum Model as a Process

The Human Relations Curriculum Model serves as a process for interrelating elements, factors, and participants and directing them toward the goals of the School of Education and the Wisconsin Administrative Code. The functional parts of the model as a whole, has three characteristics:

1) It is designed to bring about a specified and measurable outcome;

2) It is designed so that evidence as to the effectiveness with which it brings about its intended outcome is continuously available; and

3) It is designed to be adaptive or corrective in light of that evidence

As such, the H.R.C. Model represents a process or way of preceding. In short, it is a process that requires its user to:

a) Know what it is that he/she wants to accomplish;

b) Helps order events in such a way that he/she has some probability of accomplishing it;

c) Assesses whether these events do in fact accomplish that which they are intended to accomplish; and

d) If they do not, modify them until they do

When students move through the human relations preparation program, they are not only made aware of the process by being continuously

subjected to it in their own learning, but they are also required to reflect the process in their preliminary teaching.

The H.R.C. Model consists of:

1) A competency specification subsystem that specifies measurable competencies;

2) An evaluation subsystem that relates assessment devices to specified sub-competencies;

3) An instructional subsystem that consists of instructional processes designed to achieve specified learning outcomes; and

4) A management subsystem that comprehensively and effectively combines the competency specification, the assessment devices and the instructional processes in the development of particular competence.

The Competency Specification Subsystem

The H.R.C. Model is a competency based education model. Initial broad competencies are derived from the needs, assumptions, and goals of the human relations preparation program. They are then submitted to the School of Education Dean and Human Relations faculty members for review, additions, deletions, and general agreed consensus as being pertinent. The competencies are also submitted to the Human Relations Community Advisory Board for review, additions, deletions and general agreed upon consensus. The resulting combined list of broad competencies are then submitted to the Human Relation faculty for acceptance. Upon acceptance of the competencies, the faculty refine the competencies to the level of specification deemed necessary for effective instructional use. These initial competencies are then provided to instructors of the courses in the human relations preparation program and to students required to achieve the human relations competencies. As the human relations preparation program continues, the worth of the development of each competency is assessed and

competencies are continually added or deleted to improve the human relations preparation program.

The Evaluation Subsystem

The School of Education utilizing the H.R.C. Model would evaluate by means of a formative evaluation plan and a summative evaluation plan.

A. The formative evaluation plan would require that:

1. Students upon entering the School of Education, contact and pick up the list of desired human relations competencies from a member of the Human Relation's faculty with the understanding that before certification, they must demonstrate that they have achieved the competencies;

2. Students then would have to achieve most of the competencies through a combination of courses and experiences before student teaching. If the student believed he/she had already achieved some of the competencies, he/she could have the fact certified by a university instructor by means of a performance based criteria-referenced examination based on the competence, or be certified by instructors of courses approved by the Human Relations faculty and Dean, after completion of the courses identified as being a means of developing a particular competency;

3. In sum, the formative evaluative plan would be based on a faculty member certifying that the student had in fact demonstrated a particular competence. Students could possibly be signed off more than once on each of the required competencies, but the important thing would be that the student is certified in all prerequisite competencies before student teaching and before he/she take a final knowledge level summative exam.

B. The summative evaluation plan would consist of three phases:

1. Final demonstration and certification of all of the human relations competencies during actual teaching situations by a university supervisor or public school teacher working in cooperation with the university supervisor;

2. A written Human Relations Foundations exam in the subject content and knowledge areas related to the required human relations

competencies. The exam would be routinely given in the School of Education to senior students. Students would be allowed flexible time lines in both the formative and summative evaluations. The written foundations exam, for example, could be taken more than once until it is passed.

3. The third phase of the summative evaluation is program-oriented rather than student-oriented. The ability of students to achieve the desired competence levels serves as feedback on the H.R.C. Modifications of the entire H.R.C. would be made based on the continuous feedback. Each new cycle of students would have an improved H.R.C.

The Instructional Subsystem

The Human Relations Preparation Curriculum process has a contract learning intent. Upon entering the School of Education, the student is in fact agreeing to accomplish the requirements for the degree. The students is therefore, making an implicit contract to accomplish the explicit desired human relations interactive and integrated learning outcomes (i.e., competencies). The student has a responsibility to do everything in his or her power to achieve the desired learning outcomes. Student self-direction is encouraged.

On the other hand, the chief product of the School of Education is its curriculum. By means of its curriculum, the School of Education must provide appropriate instructional experiences and procedures to produce desired learning outcomes. As a part of the overall School of Education, the human relations curriculum is no different. The instructional subsystem states explicit human relation competencies, pre-assesses these competencies in students (where necessary), provides instructional experiences and procedures that produce the desired learning outcomes, and evaluates the student to determine

whether or not they are achieved.

A crucial element in the instructional subsystem, then, is providing instructional experiences that produce desired competencies. There are four components to this instructional system element:

1) Foundations on Cultural Pluralism and Minority Studies;

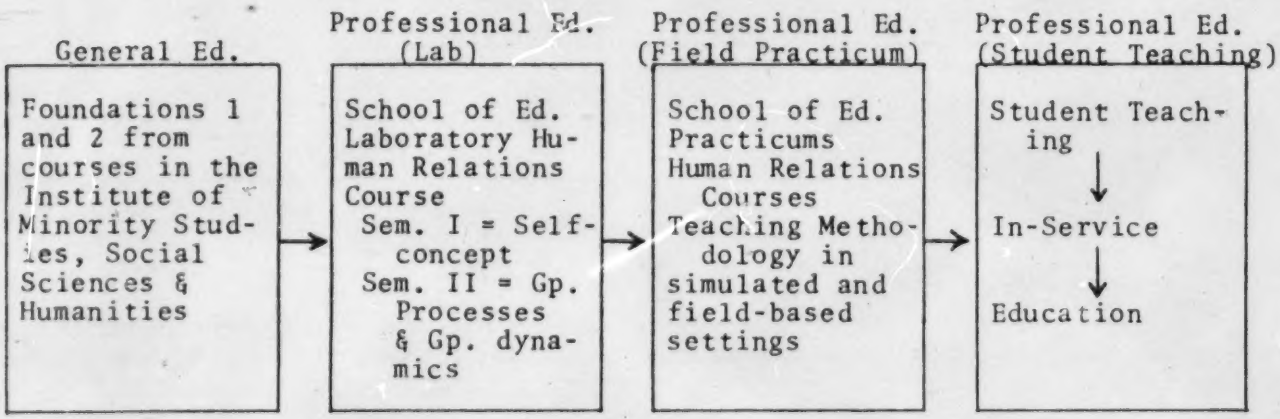
2) Foundations on Sociological Impact of Racism, Prejudice, Sexism, Classism, and Discrimination on individuals and groups in U.S. society;

3) Human Relations to develop Self-concept, Self-awareness, Self-acceptance, and, to develop an understanding of others through group processes and group dynamics;

4) Human Relations Teaching Methodology.

The H.R.C. instructional subsystem recommends the above basic sequence for student progression in becoming a teacher who is enlightened and sensitive to others and who can create humane, just, classroom and school environments. However, the sequence can be optional to a degree.

Schematically, the above element might be pictured as follows:


General Ed.
Foundations 1 and 2 from courses in the Institute of Minority Studies, Social Sciences & Humanities
Professional Ed. (Lab)
School of Ed. Laboratory Human Relations Course
Sem. I = Self-concept
Sem. II = Gp. Processes & Gp. dynamics
Professional Ed. (Field Practicum)
School of Ed. Practicums Human Relations Courses Teaching Methodology in simulated and field-based settings
Professional Ed. (Student Teaching)
Student Teaching
In-Service
Education

Competencies relate to the above instructional subsystem element as follows (see tentative list of Human Relations Program Competencies):

Where Competenices are Developed:

Competencies developed by means of Human Relations course

Competency number 1
Competency number 2
Competency number 3
Competency number 4
Competency number 5
Competency number 6
Competency number 7
Competency number 8
Competency number 21
Competency number 22
Competency number 33

Competencies developed by means of Minority Studies - Cultural Pluralism Foundations (see #1 mentioned earlier)

Competency number 9
Competency number 23
Competency number 24
Competency number 30
Competency number 34
Competency number 35

Competencies developed by means of Sociological Aspects (see Foundations #2 above)

Competency number 8
Competency number 26
Competency number 27
Competency number 28
Competency number 29
Competency number 31
Competency number 32
Competency number 34
Competency number 35
Competency number 36

Competencies developed by means of Human Relations Teaching Methods in Laboratories Courses Practicums and Student Teaching

Competency number 9
Competency number 10
Competency number 11
Competency number 12
Competency number 13
Competency number 14
Competency number 15
Competency number 16
Competency number 17
Competency number 18
Competency number 19
Competency number 20
Competency number 22
Competency number 25

Tenative Human Relations Program Competencies

(Rough Draft)

developed by

Dr. John McBrayer

1. Students will explain reasons for his own behavior (i.e., student will demonstrate that he/she understands self, accepts self, has self esteem, and can evaluate self).

2. Student will accurately interpret and explain the needs and behaviors of others and will demonstrate his ability to accept, empathize, tolerate the values, language, and patterns of behaviors of others.

3. Student will demonstrate and explain key processes that lead to value clarification (including such processes as choosing values freely, choosing from among alternatives, choosing after thoughtful consideration, prizing, cherishing, affirmation of values, acting, and repeating).

4. Student will demonstrate methods of using "self" as a knowing, feeling, valuing, acting person in effective teaching situations and in effective learning situations.

5. Student will demonstrate behavior which communicates his/her respect for the individual. (e.g. listening, trusting, respecting the rights of each person in a just manner).

6. Student will work productively with others in groups (e.g. will give and receive help, work to accomplish needs of the group, participate in goal-setting, share leadership responsibilities, utilize group resources, help create group climate where change and growth are possible).

7. Student will resolve intergroup conflict by negotiation, decision-making, compromise and mutual influence, and effective conflict management.

8. Student will explain and discuss his own feelings and attitudes in relation to the issues of racism prejudice and discrimination in a small group situation.

9. Student will demonstrate that they are able to work with any minority group and with individuals from minority and cultural groups other than their own by successfully participating in one direct involvement experience with at least one ethnic group and one direct involvement experience with a low income group. In addition to using self effectively as a group member, the student will also demonstrate that he/she can use self as an emergent situational-functional leader.

10. The student will be able to correctly evaluate the ways in which racism, prejudice and discrimination can be reflected in instructional materials.

11. The student will be able to identify the occurrence of racist, sexist, classism, prejudice, and discriminatory practices in instructional materials. This identification will include errors of commission and omission that serve to reinforce myths, misconceptions, and stereotypes regarding groups in American life.

12. Student will demonstrate teaching methods and techniques that will develop each of his/her student's ability to explain their own behavior, and to interpret correctly the behavior of others.

13. Student will demonstrate the teaching of value clarification procedures.

14. Student will demonstrate methods and techniques for improving students interpersonal communication skills.

15. Student will demonstrate methods and techniques for teaching students to respect each individual.

16. Student will demonstrate methods and techniques for teaching students to work effectively and productively in groups.

17. Student will demonstrate methods and techniques for teaching students to resolve interpersonal and intergroup conflicts.

18. Student will demonstrate that he/she can create humane classroom and school environments which can serve as laboratories for the development of just interpersonal and intergroup relationships among young people.

19. Student will demonstrate that he/she can teach group dynamics and group processes which can enhance human relations in the classroom.

20. Student will demonstrate that he/she can effectively teach and work with students from the various racial, cultural, and economic groups represented in our culturally pluralistic society in a sensitive respectful enlightened manner which communicates acceptance and appreciation of cultural diversity.

21. Student will be able to define human relations and explain the need for and importance of human relations in educational institutions.

22. Student will explain human relations theories and techniques and provide evidence on their actual effectiveness in application. Student will also explain his/her own explicit human relations theories and demonstrate his/her own consistent practices for following human relations theories.

23. The student will discuss and explain the history values, life styles, and contributions of racial, cultural and economic groups in American society.

24. The student will explain cultural pluralism and why the related concepts are important to teachers in the public schools.

25. The student will explain curriculum processes that promote multicultural education and will demonstrate that they can perform comfortably with inquiring, challenging, and growing minds from diverse cultural backgrounds.

26. The student will be able to define racism, distinguish between individual racism and institutional racism, and analyze the effect that each of these practices have on minority peoples in American society.

27. Student will define prejudice and analyze the impact of different forms of prejudice on minority groups and their experience in the U.S.

28. Student will define discrimination and analyze the impact of different forms of discrimination on minority groups and their experience in the U.S.

29. Student will define sexism and analyze the impact of different forms of sexist practices on women in the U.S.

30. Students will cite and accurately report findings of at least five major studies on historical and contemporary attitudes toward peoples of the U.S.; or on myths and stereotyping; or on socioal, economic and political policies affecting minorities of the U.S.; or on any events and behavior which reflect the effects of racism, sexism, classism, prejudice, and discrimination in the U.S.

31. Student will discuss the negative effects of racism, sexism, classism, prejudice, and discrimination on the personal functioning of teachers and pupils in the school classroom and in the school community.

32. Student will list and explain the approaches to combatting racism, sexism, classism, prejudice, in the United States both in the school environment and in the larger community.

33. Student will demonstrate semantic clarity and communication skills both in small groups and on a one-to-one individual interpersonal level.

34. Student will explain intergroup relations in U.S. in terms of conflict and social order, segregation, stratification and assimilation.

35. Student will explain minority reactions to majority dominance and the methods and means attempted to bring about social change.

36. Student will explain Hessel's approach to Social Action and how this approach would affect intergroup relations in the U.S.

The role of the instructor is based on his ability to take the competencies and refine them to the point that more specific instructional objectives are derived to fit each individual student's needs so that each student can achieve each competency.

The Management Subsystem

As mentioned earlier, the management subsystem serves to comprehensively and effectively combine the competency specification, the evaluation devices, and the instructional processes in the development of particular competence. The management subsystem consists of the following management participants and functionaries:

1. The Dean of the School of Education oversees, monitors and ensures that the Human Relations Curriculum process proceeds effectively and efficiently in its entire systemic cycles.

2. The Human Relations Community Advisory Board helps in the development of program components, in the specification of competencies, and provide continuous monitoring on Human Relations Curriculum status effectiveness and makes recommendations for needed improvements.

3. Human Relations Faculty Coordinator's Office works as a liaison between the Human Relations Community Advisory Board and the Dean of the School of Education and its faculty members. The office works to facilitate effective operation of the program by providing checkpoints and monitoring reports on effectiveness of competencies, of instructional subsystem, and of the evaluation subsystem. The office also works to collect, gather, and organize resources, resource guides, and bibliographies that may be of help to faculty members as they seek to provide and match instructional experiences and procedures which lead to student achievement of the desired learning outcomes or competencies.

4. Faculty members in the School of Education will function as instructional managers to ensure that instructional experiences are provided in the School of Education that enable, the student to

achieve the desired competencies required as a part of professional education as stated previously in the instructional subsystem of this report. The faculty members will also continually evaluate and specify needed professional competencies, as well as, certify students who demonstrate that they have achieved the Human Relations preparation programs. Finally, faculty members will identify, select, and certify courses outside the School of Education which will develop the desired knowledge foundations competencies in each teacher candidate.

5. Faculty in the Foundation areas (Institute of Minority Studies, Social Sciences, and other humanities) will organize and present instructional experiences that will produce the desired Human Relations Curriculum foundations competencies in accordance with the Dean of Human Relations faculty requests. In addition, they will certify students who demonstrate that they have achieved the desired foundation's competencies.

The above participants and functionaries work together in a collaborative effort to operate the management subsystem in order to provide human relations preparation for School of Education teacher candidates. As a result, the Human Relations Curriculum model is designed to serve as a linkage process. It is a system which performs a connecting function among university departments, community organizations and individuals in the School of Education environment. If in fact, the Human Relations Curriculum is managed effectively, a major aspect of it as a linkage system, which moves from interaction of university departments and interaction of organizations to individual-individual interaction, or individual-group interaction, is the element of actual human relations itself.

Guidelines For Initial Instructional Planning Utilizing A Competency Based Approach in the Human Relations Curriculum Model

developed by
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In planning to implement the Human Relations Curriculum model the instructor should begin with the knowledge that the initial list of tentative competencies are generic competencies. The generic competency is derived from the assumptions and goals of the program (see pages 2-5). Basically, it is a composite of interactive learning outcomes that function to generate a new integration of skills and abilities to fit a broad range of experential settings as the need arises. The generic competencies thus serve as the program organizing elements. In fact, the focus of the entire Human Relations preparation program centers around course content and experience areas that promote the development of the generic competencies. To implement the competency approach then, the instructor must first look at the generic competency and then derive even more specific learning outcomes or sub-competencies that promote the development of the generic competencies the human relations program seeks to produce. Then, from the sub-competencies of the program, the instructor derives specific enabling instructional objectives which will help the student who is deficient in the generic competency develop his or her capability in that particular area. After specific instructional objectives are derived and explicitly stated, assessment procedures are also explicitly stated and learning experiences prescribed. An illustration of this procedure using competency number 1 from the Tenative Human Relations Program Competencies follows.

Generic Competency

1. Students will explain reasons for his/her behavior (i.e., the student will demonstrate that he/she understands self, accepts self, has self esteem and can evaluate self).

Sub-Competencies ⟶

1.1. Student is able to disclose self appropriately.

1.2. Student is able to collect data about self from others.

1.3. Student is able to test or check out data collected and fed back from others.

1.4. Student can explain own needs motivations, values as they affect own behavior and as they appear to others.

1.5. Student is able to point to and explain any discrepancies between intentions and consequences of own behavior.

1.6. Student is able to assess own strengths, weaknesses, resources.

1.7. Student communicates acceptance of self with realistic aspirations for change.

Instructor is planning experiences to enable the student to develop capability and competence in sub-competency number 1.4. The instructor derives the following enabling instructional objectives:

Enabling Instructional Objective ⟶

1.4.1. The student will be able to correctly state, apply and explain Maslow's Hierarchy of basic needs in a spontaneous discussion of own needs.

Assessment

In oral examination on self the student when discussing own needs, correctly states, applies and explains Maslow's Hierarchy of basic needs.

Optional Learning Experiences

1. Read Maslow, A. H. Motivations and Personality. New York: Harper & Row 1954.

2. Discuss Maslow's theory with peer group and instructor. Discuss ways that each element of the hierarchy applies to your own behavior.

3. Write a paper on how Maslow's hierarchy of needs applies to human behavior.

Enabling Instructional Objective → 1.4.2. The student will be able to correctly state, apply and solve problems using Herzberg's Motivation-Hygiene Theory.

Assessment

Student will be given a case study in which he/she is a participant and the student will identify the factors which detract or add to his or her motivation in the situation in terms of Herzberg's Motivation-Hygiene Theory.

Optional Learning Experiences

1. Read Herzberg, F. Work and the Nature of Man, Cleveland, Ohio: World Publishing (1966).

2. Attend instructor seminar on motivation. Read and discuss instructor handouts.

3. Discuss Motivation-Hygiene Theory with peers.

4. Listen to instructor prepared tapes on motivation seminars.

The examples provided above are intended only to demonstrate how an instructor may procede in the area of initial instructional planning. It should be obvious that many instructional activities and objectives which span all of Bloom's taxonomies can be derived from the generic

competency. Instructors should make a special attempt to match instructional procedures with the type of learning outcomes desired. Planning that utilizes the competency approach should help to facilitate the process.

Instructors in the Human Relations Curriculum should collaboratively establish the sub-competencies and make the list of sub-competencies and possible instructional objectives available to students and new faculty members as they come on board.

APPENDIX

A. A Three-Step Plan For Improved Human Relations Preparation in the Area of Overall Program Construct

B. Some Prirted Resource Suggestions

A Three-Step Plan For Improved Human Relations Preparation: In the Area of Overall Program Construct

UW-La Crosse Human Relations Advisory Board Recommendations

developed & suggested

by

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1. The School of Education utilizing the Delphi Technique in and among its departments and others in the school community would develop a list of required Human Relations competences to be achieved by each student before the student is eligible for a degree or certification. (This is a recommendation that suggest that "Human Relations" for the program must be clearly defined and more importantly, if the program is operationally defined, it must be in terms of student behavior desired).

    A. There should be a list which specifies broad interactive learning outcomes desired.

    B. From the board learning outcomes desired there should be derived a list of more specific skills and abilities which serve as enablers (and/or necessary enrichers) for accomplishing the broad interactive learning outcomes.

    C. Students and teachers should be able to use the list and its sub-list for determining specific measurable objectives for each individual student as the student seeks to become certified as competent in Human Relations.

2. The list and sub-list of Human Relations desired learning outcomes should then be matched to the current program and a table or chart should show where the competences can be facilitated, developed, measured, recorded, and certified in a continuous manner. If the current instructional program does not provide the means for the student to develop, measure, record, and become continually certified in all of the Human Relation competences, or, if additional overload can be anticipated by the current instructional program as it works to facilitate, develop, measure, record, and continually certify student human relations learning outcomes, new courses and new operational procedures must be planned and implemented in the program.

    In other words, a list and sub-list of Human Relations competences required of the student is not enough. There must also be a clear explicit means (in the college of education instructional program) of providing the student with the

desired learning outcomes within his own flexible time frame. The curriculum and instruction of the School of Education must fuse with the needs of the student. Clear learning outcomes development opportunities must be provided the student as he or she seeks to acquire the human relation competence required by the School of Education preparation program. Consequently, a chart indicating where each student can develop each required competence is a necessity and should be provided both students and faculty members.

3. The School of Education should develop a formative and summative evaluation plan to assess whether each student has achieved the Human Relations competences.

    A. The formative plan would begin with the establishment of as clear as possible minimum criteria for the certification of each Human Relations competence. Then the formative evaluative plan could simply consist of a faculty member giving the student a sign-off as he or she demonstrates that they have achieved the desired competence by demonstrating its minimal criteria in the faculty members class. Methods courses and other experential learning classes would be of value here. Students possibly could be signed-off more than once on each of the required competences, but, the important thing would be that the student is signed-off on all of the Human Relations competences before he or she enters Student Teaching or takes the summative exam.

    B. The summative evaluative plan would consist of two phases: 1) Final demonstration and certification Human Relations competencies in Student Teaching, and 2) Written Human Relations Foundations exam in knowlege areas related to the required Human Relations competencies. Students would be allowed flexible time lines to achieve both the formative and the summative phases of evaluation. The Human Relations Foundations exam, for example, could be taken over more than once, but, no student would graduate or be certified until he or she is certified as having achieved the required Human Relations competencies. 3) The summative evaluative plan should also serve as an effective feedback mechanism on the effort of faculty members and the entire instructional program of the School of Education on the student, specifically, in terms of Human Relations preparation. Based on the feedback from the summative evaluations modications in the entire Human Relations Preparation Program should occur as each new cycle of students begin.

SOME PRINTED RESOURCE SUGGESTIONS

Resource materials for Competencies developed by means of Human Relations Course (see p. 12) and by means of Human Relations Teaching Methods in Laboratories Courses Practicums and Student Teaching

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Resource materials for Competencies developed by means of Minorities Studies (see p. 12) and by means of Sociological Aspects Foundations

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